A world of awe-inspiring moments

CAMBRIDGE SCIENCE CENTRE

Cambridge Science Centre Strategic Plan 2026-2031

Contents

Our Vision

We are building a future where STEM (Science, Technology, Engineering and Mathematics) belongs to every child, shaped by curiosity, confidence and opportunity, not circumstance or postcode. This strategy sets a clear direction for how Cambridge Science Centre will help make that future possible.

The Case for Change

Across the UK, too many children disengage from STEM long before key subject or pathway choices are made. This loss of confidence and connection sits beneath the skills gap and demands a response that starts earlier and goes deeper.

Our Mission in Practice

Cambridge Science Centre exists to respond to this challenge. By partnering with industry, academia and communities, we translate complex STEM into accessible, awe-inspiring experiences that build confidence, belonging and agency over time.

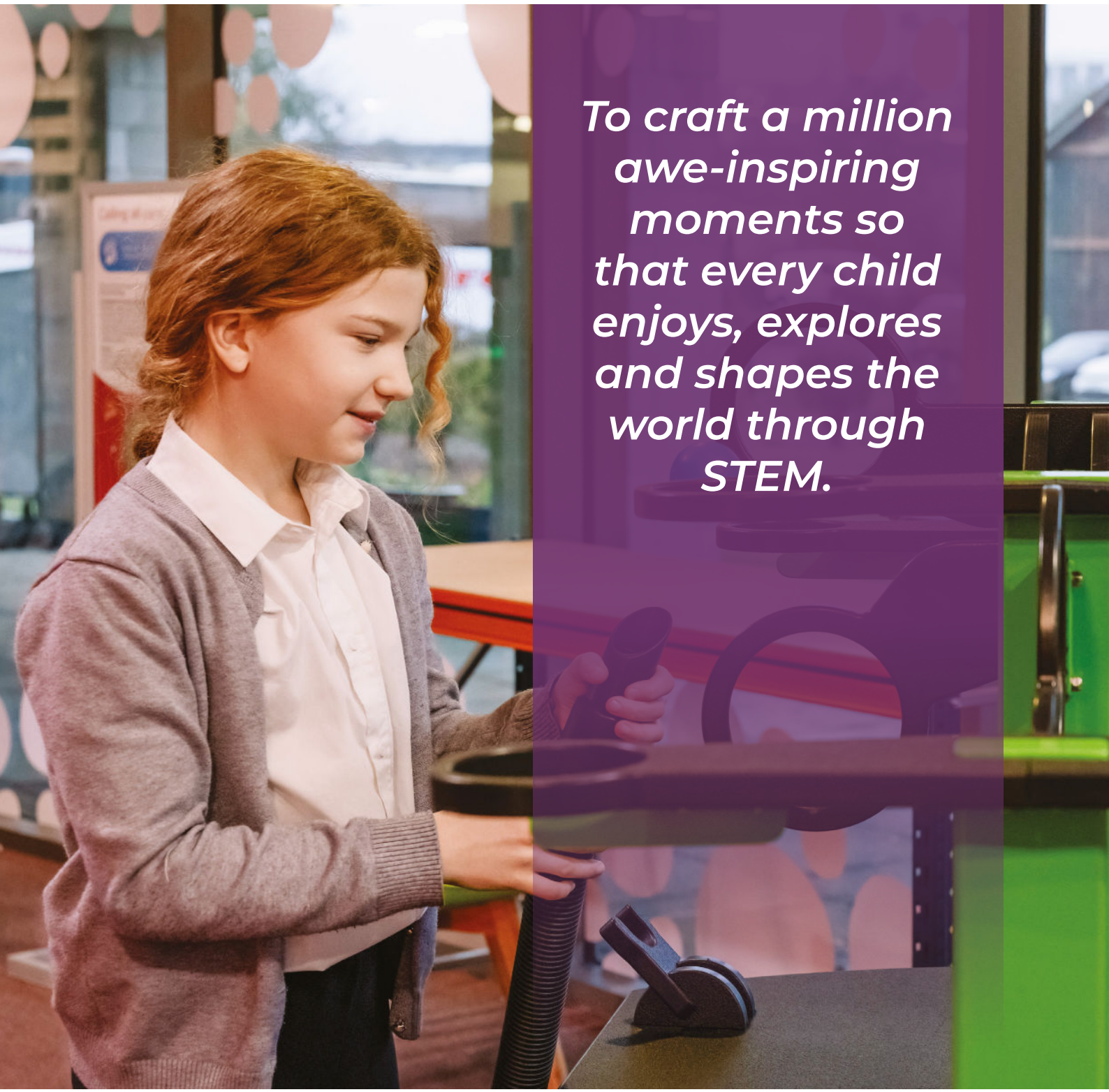
Our Approach

We focus on long-term, community-rooted engagement, shaped by evidence rather than assumption. A research-backed theory of change brings consistency, depth and accountability to everything we deliver.

Our Long-Term Goals

Over the next five years, we will position Cambridge Science Centre as a recognised centre of excellence in community-led STEM engagement. Through sustained programmes, strong partnerships and sector leadership, we will act as a catalyst for innovation, collaboration and national influence.

Vision Statement



Mission Framework

By 2031, we will position Cambridge Science Centre as a recognised centre of excellence in community-led STEM engagement and as a catalyst for innovation, collaboration and national influence.

Our next chapter is about scale, influence and permanence. Every strand of our work, from young people's everyday lives to their school and community experiences, will be anchored in our research-led theory of change, our Impact Architecture (see page 30).

At its heart, our mission is simple: we partner, translate and engage.

Our Mission Framework brings clarity and coherence to our work. It shows how our vision translates into outcomes for children and communities, and ensures that everything we deliver is grounded in evidence, shaped by research and aligned with long-term impact.

We Partner...

...with industry experts who bring cutting-edge innovation and sector-specific expertise.

...with academia who bring depth of knowledge and evidence-based research.

...with communities who offer lived experience, valuable understanding of our beneficiaries and awareness of the civic context shaping how they engage with STEM (Science, Technology, Engineering and Mathematics).

To Translate...

...the often unseen and hard-to-grasp complexities of STEM in real-world settings. We work with people from these industries to unlock the critical messages and translate them into awe-inspiring, accessible and age-appropriate experiences.

...diverse and rigorous academic research into insights that strengthen and validate the Impact Architecture underpinning our impact.

...by actively listening to and understanding our beneficiaries' experiences and shaping our response to meet their specific needs.

To Engage...

...children, their families, their schools and their communities in hands-on, curiosity-led experiences that build context and deepen understanding, empowering young people to access the opportunities created by STEM innovation and to benefit from inclusive growth.

...the key adults in young people's lives, helping them grow Science Capital and equipping them with the knowledge, confidence and skills to support a lifelong connection with STEM.

...strategic leaders and policy makers to contribute practical insight on widening access to STEM and supporting community-based approaches, evaluation, and long-term impact. This evidence helps to inform local decision-making on skills, community development, and education.

Case for Change

The United Kingdom is depending on a future workforce that does not yet exist. At the same time, it is losing young people from the STEM pipeline faster than it can replace them. Across the country, more than 170,000 skilled STEM roles are vacant, representing an annual loss of around £1.5 billion through delayed projects, reduced productivity and missed opportunities.[1] The pressure is greatest in the sectors that will shape the country's future economic strength, including clean energy, deep technology and Artificial Intelligence, life sciences, and the built environment. Demand for skills is rising, but the supply of confident, capable young people is shrinking.

This shortage does not reflect a lack of talent. It reflects who is able to access opportunity in the first place.

Cambridge illustrates this with uncomfortable clarity. The State of the Region 2024 report shows that Cambridge has the widest income inequality in Cambridgeshire and Peterborough. The highest-earning 20 per cent of households have incomes 4.2 times higher than the lowest-earning 20 per cent. This compares with a regional average of 3.1, meaning inequality in Cambridge is significantly more pronounced. The city also faces stark health inequalities, with a 12-year gap in average life expectancy between the most and least affluent areas. Yet despite being minutes from some of the world's leading centres of scientific discovery, including Cambridge Science Park, our home, many families and community groups have never had the opportunity to set foot inside. The distance is not physical. It is social, cultural, and emotional.

Nowhere is this disconnect starker than in the Fenland District. Ranked

as the 80th most deprived local authority in England overall and the third worst nationally for education, skills and training: it is a district where opportunity often feels out of reach.[2] Young people grow up surrounded by agritech innovation, advanced manufacturing and emerging green industries. Yet many see these as worlds that have little to do with their own lives. The potential exists, but it is being systematically disconnected from the opportunities on their own doorstep.

These patterns take hold early.

Research shows that children form their aspirations long before adolescence. By the end of primary school, many have already decided whether STEM feels like a space where they belong, and more than half disengage before they ever have a real chance to explore it. These decisions are shaped more by emotional foundations than academic attainment. This early disengagement restricts ambition and accelerates the loss of potential talent long before choices about GCSEs, apprenticeships or careers are even made.[3]

This is the crisis that sits beneath the skills shortage. The UK is not only short of engineers, coders and scientists; it is short of young people who believe they are allowed to become them. It is short of communities that feel connected to the innovation happening around them. It is short of pathways that genuinely include every child, not only those who are already advantaged.

If these structural inequalities continue, the consequences will be long lasting. Skills gaps will widen, regional divides will deepen and the industries that support national resilience will continue to depend on a talent pipeline that excludes many of the children who could strengthen it. This is the moment for change. Without it, the UK risks building a future that too many young people cannot see themselves in, and therefore cannot see a place within.

1 The Campaign for Science and Engineering (CaSE) "The Skills Opportunity" report, June 2023

2 Ministry of Housing, Communities & Local Government, "Indices of Multiple Deprivation 2019" (PDF)

3 Archer, L., DeWitt, J., Osborne, J. F., Dillon, J. S., Wong, B., & Willis, B. (2013). ASPIRES Report: Young people's science and career aspirations, age 10–14. King's College. London

Who We Work With

Children need to feel secure, encouraged and able to express themselves, try new things and participate fully in the world around them. This happens in three key places in their lives: at home, at school and in their communities. We work across all of these settings with children from preschool to thirteen, because aspirations are largely formed between the ages of nine and ten.[1] If they are lost at this stage, it becomes extremely difficult to change the trajectory later or re-engage young people meaningfully in their learning. By reaching them early, we help ensure that STEM becomes not an added extra but a natural, confident and enduring part of their everyday lives.

With Family

Our Centres are open and welcoming to every family, whatever its shape or circumstance. Public openings at weekends and during school holidays give families the chance to discover together at their own pace. Our Science Communicators spark wonder through interactive shows, ignite curiosity through challenges and fuel hands-on exploration across our exhibits. These spaces are designed for adults as well as children, helping parents and carers build confidence in talking about STEM and reassuring them that it is perfectly fine not to have all the answers. They can learn alongside their children. Our aim is to create moments that spark conversations at home, bring generations together and give thousands of children a joyful, supportive space to explore.

With School

Schools play a vital role in children's lives, and we complement this with experiences that broaden horizons

and make learning real. Memorable moments give young people anchor points for understanding the world. We bring big-picture, real-world examples into the classroom through hands-on workshops, interactive shows and practical challenges that link directly to what pupils are learning. Many primary teachers have limited STEM training or opportunities to lead open-ended, exploratory activities, and we help fill that gap by widening opportunities for pupils and giving teachers new insights into how their students think, learn and thrive.

With Community

Children grow up in a patchwork of community spaces, including libraries, shopping centres, youth groups, sports clubs and arts events. STEM should have a place in these spaces too. We partner with organisations across the region to bring high-quality engagement into the heart of communities. Here, we work with the greatest depth, focusing on young people's individual experiences, needs and questions. We prioritise partnerships that support those facing the biggest barriers in society, including families experiencing financial hardship, children with SEND and young people who have been displaced or are rebuilding stability in their lives.

> We exist for the child living next to world-class science yet feeling it has nothing to do with them. For the teenager in North Cambridge who sees the research parks from their bedroom window but has never had a reason or an invitation to cross the road. For the eleven-year-old in Wisbech who has never held a test tube, never met anyone working in STEM and has never been told that her ideas have value.

1 Archer, L., DeWitt, J., Osborne, J. F., Dillon, J. S., Wong, B., & Willis, B. (2013). ASPIRES Report: Young people's science and career aspirations, age 10–14. King's College. London

Cambridge Science Centre founded

2012

We launched a pop-up science centre in central Cambridge.

2022

We took pop-up centres into the Fenland communities that needed them most.

2023

We opened a brand-new permanent science centre in Cambridge Science Park.

2024

We stabilised, consolidated and reshaped our operating model.

2025

Our Response

Cambridge Science Centre is reaching the children no one else reaches, and we have reshaped our entire organisation to do so with intention and depth.

We have positioned ourselves to deliver this work with the greatest impact possible. Building on a decade of experience, we piloted a pop-up science centre in central Cambridge in 2022, helping to revitalise the city centre after the pandemic. In 2023, we took this successful model into the Fenland communities that needed it most. In 2024, we opened a brand-new permanent science centre in Cambridge Science Park. By 2025, we had stabilised, consolidated and reshaped our operating model to ensure that both our Cambridge base and our semi-permanent Fenland centre were ready for a future defined by deeper, wider and more innovative impact.

We **partner** with knowledge-holders.

Partner

Always together, never alone.

Industry

We curate our industry partnerships to reflect the breadth of the UK STEM economy. These collaborators bring funding, expertise, visibility and real-world relevance that strengthen every aspect of our work. Our partners span a wide range of sectors and regions, helping us connect young people with the science shaping their communities. For example, during our pop-up in rural Ramsey, a collaboration with G's Fresh enabled us to showcase agritech innovation and link STEM directly to local industry.

Many of our industry partners are also members of our Executive Council, a group of world-class organisations that provide strategic insight and core financial support. As of December 2025, members include Anglia Ruskin University, AstraZeneca, Brockton Everlast, Cambridge Consultants, Cemex, Illumina and MathWorks. These relationships are central to our long-term sustainability and to the authenticity of our programmes. They ensure our work remains future-focused, aligned with national skills priorities and grounded in real scientific practice. They also enable us to connect young people with the sectors shaping the UK's innovation economy, not as distant observers but as future contributors.

Academia

We work with leading universities to build a rigorous evidence base and continually strengthen our practice. These partnerships inform how we design programmes, evaluate impact and create experiences that genuinely shift how young people see themselves in relation to STEM.

University of Cambridge, Faculty of Education
Co-developed an evaluation framework that shaped a two-year study of our work in communities facing systemic disadvantage. The findings directly informed the creation of our research-backed theory of change, our Impact Architecture, which now guides every aspect of programme design and evaluation.

University of Bath
Leading the first formal study in a science-centre setting on the role of epistemic emotions, particularly awe, in cultivating curiosity and openness to STEM. This research is helping to redefine not only what young people learn, but how scientific experiences are felt, interpreted and internalised.

Anglia Ruskin University, Cambridge
Working with us to refine and deepen the "skills and actions" axis of our Impact Architecture. This partnership focuses on understanding how learners move from inspiration to agency, and from knowledge to meaningful action. A dedicated PhD studentship is currently in development to support this work.

Alongside our academic research partnerships, we work closely with university departments and faculties. Recent collaboration with the University of Cambridge's Centre for Landscape Regeneration transformed their Fenland-focused research into hands-on school workshops. Teachers reported that the sessions gave every child a voice, used local context in ways the classroom could not, strengthened teamwork and achieved learning outcomes that would have been impossible through traditional teaching alone.

Sectoral partnerships

We play an active role across the UK's science engagement sector. As members of the Association for Science and Discovery Centres (ASDC), we contribute to national initiatives and are invited to share our expertise in strategic planning, project development and Government engagement. These collaborations extend our influence and help strengthen learning and practice across the sector.

We also partner with specialist research institutions to broaden the strategic scope of our work and ensure that our programmes reflect cutting-edge scientific priorities. Recent examples include Cambridge Zero, the University of Cambridge initiative focused on climate change, and the Facility for Airborne Atmospheric Measurements (FAAM). Through these collaborations, we bring emerging research directly into our engagement models, for example by turning climate data or atmospheric measurements into hands-on activities that help young people grasp real scientific challenges. This strengthens the relevance and impact of our themed programmes and connects young people with nationally significant STEM challenges.

We **translate** complex, world-leading discoveries into curiosity-led experiences.

Translate

We turn the complex into the every day.

Inspiring Experiences

We bring cutting-edge scientific and technological innovation to life in ways that encourage young people to explore, question and tackle curiosity-led challenges. Every interaction, from a single visit to our science centres to ongoing participation in weekly after-school STEM Clubs, builds confidence and strengthens Science Capital. For example, our collaboration with Illumina translated complex genomics research into interactive science shows, giving young people an engaging introduction to how DNA shapes the living world and why genomics will matter in their future lives and careers.

Theory of Change: Our Impact Architecture

Understanding and communicating how we achieve our goals is articulated through our Impact Architecture, which forms the backbone of our approach. It is a research-backed framework of inputs, outputs and outcomes that is embedded across every level of our organisation. It marks a shift in how young people and communities engage with STEM, in a field where impact has too often been assumed rather than evidenced. Our approach is also aligned with research from King's College London on Science Capital and long-term STEM identity formation. This strengthens the foundations of our model and ensures that our programmes build confidence, belonging and sustained engagement over time.

Themed Programmes

We have transitioned to programme models that run over 18 to 24 months. These programmes provide repeated, meaningful engagement with children, families, schools and communities, each centred on real-world themes that connect with their lives and futures. Some programmes are rooted in local context, while others explore nationally significant STEM challenges such as life sciences, deep tech and the built environment.

Our first programme, *Building a Better Future*, focuses on the science and engineering behind sustainable infrastructure and explores equity, civic agency and the role young people can play in shaping the future of their communities. Through this work, deep dives with representatives from The Crown Estate enabled us to translate green technology across different built environments into a hands-on exhibit. Young participants are challenged to design a renewable energy system while considering energy generation, public perception and cost. The impact becomes clear when they are given the autonomy to test, iterate and see their ideas come to life.

We **engage** children and communities, catalysing meaningful pathways into STEM.

Engage

Building trust with sustained presence.

Open-access STEM Centre

Our venue at Cambridge Science Park provides year-round access to hands-on exhibits, live science shows, STEMtots sessions for under-fives and holiday programming for families. In its first six months, it matched the annual visitor numbers of our previous centre, demonstrating a significant widening of access and engagement.

Our long-term ambition is to develop the centre into a dynamic hub for the region's STEM cluster: a place where industry partners can showcase innovation and connect with diverse audiences.

Regional Presence

We work with communities that experience the greatest barriers to STEM, using a relationship-driven approach informed by local insight. Our Wisbech centre, Inspire Wisbech, is a semi-permanent outpost that co-develops learning with local schools, families and community groups.

Alongside this, our outreach team delivers workshops, assemblies and community events across East Anglia. These sessions spark curiosity, strengthen classroom learning and provide consistent touchpoints for young people who may not otherwise encounter science in a way that feels accessible or relevant to their lives

Schools Programme

From Early Years Foundation Stage to Key Stage 3, we complement and extend curriculum learning. School visits include hands-on workshops led by our Science Communicators, along with supported experimental exploration that encourages pupils to test ideas, ask questions and make discoveries. We work with schools across the region, and wherever possible we seek to offset the cost of a visit, including transport, for those with the highest barriers to engagement.

Community partnerships that build trust at the grassroots

Partnership matters just as much at the local level. To strengthen our reach into communities, we have appointed a dedicated Community Development Officer. This role builds the long-term, trusted relationships that are essential for designing delivery shaped by local voices and lived experience.

One example is our transport initiative, which enables young people from King's Hedges, where more than half of households experience deprivation in one or more dimensions, to attend our free weekly after-school STEM Club. Through close partnership with the North Cambridge Community Partnership, we are removing practical barriers to participation and creating trusted, enduring pathways into STEM experiences.

These relationships underpin our wider community-led approach. They make it possible to design targeted, meaningful interventions that respond directly to local needs and build long-term confidence and opportunity.

Enabling partnerships that unlock access and infrastructure

We collaborate with public and charity sector organisations to reach key audiences and make use of local venues and community infrastructure. Our partnership with the Cambridgeshire and Peterborough Combined Authority enabled a major programme of community-led activity across the region's Market Towns, embedding us in places such as libraries, museums, youth groups and community centres.

One outcome was our semi-permanent Wisbech centre, Inspire Wisbech, offered to us by the landlords of the Horsefair Shopping Centre after they saw the positive impact of our work with local families and schools. This shows how strong partnerships can create long-term value for communities and support a sustainable local legacy. Children who once felt disconnected from science now meet researchers, design renewable cities, explore DNA and see people who remind them of themselves working in STEM.

This is Cambridge Science Centre

Teachers tell us that our sessions unlock learning and confidence that would be impossible to achieve in the classroom alone.

Partners tell us that Cambridge Science Centre is the only organisation translating their work with both rigour and humanity into the communities that need it most.

What emerges is a model of inclusive growth brought to life.

A model where opportunity is shaped by curiosity rather than postcode.

A model where science feels relevant, welcoming and within reach.

This is what it looks like when innovation belongs to everyone.

This is the future we are building, child by child and community by community.

Long Term Goals

Over the next five years, we will position Cambridge Science Centre as a recognised centre of excellence in community-led STEM engagement and as a catalyst for innovation, collaboration and national influence.

Theory of Change: Impact Architecture

Long-term goal: that Cambridge Science Centre's Impact Architecture becomes recognised across the sector as a model of best practice in evidence-led STEM engagement.

Community-based impact

Long-term goal: for Cambridge Science Centre to be a leader in community-based engagement, building belonging, confidence and opportunity for children across the East of England.

Sector leadership

Long-term goal: for Cambridge Science Centre to be recognised as both a trusted local anchor institution and a national reference point for effective and equitable science engagement.

Industry deep-dives

Long-term goal: for Cambridge Science Centre to be recognised nationally for delivering long-term, industry-aligned STEM programmes for early years and primary-aged children.

Science Communicator specialism

Long-term goal: for Cambridge Science Centre to be recognised as a national leader in developing Science Communicators and shaping training and talent development across the UK.

1. Theory of Change: Impact Architecture

Our evidence-led theory of change, our Impact Architecture, is now fully embedded across the organisation. Grounded in robust academic research and representing a first-of-its-kind framework within science communication, it underpins a consistent cycle of content creation, delivery, evaluation and improvement. It enables rigorous impact reporting that aligns with regional and national priorities, including levelling up, skills development, inclusive growth, innovation and economic resilience. Over the next five years, our Impact Architecture will remain the backbone of how we design, deliver and assess our work. It will guide decision-making at every level of Cambridge Science Centre, ensuring that programmes stay rooted in the changing needs of communities, grounded in evidence and aligned with our long-term ambitions. We will continue improving the quality and consistency of our internal data, enabling clearer comparisons across sites, audiences and programme types.

A key focus will be deepening our evaluation partnerships and strengthening external validation to increase the credibility of our findings. This includes working more closely with academic partners to refine our measures of engagement, learning and confidence building, and exploring opportunities for longitudinal insights where appropriate. We will also expand the use of our Impact Architecture across new programme streams, ensuring that every activity is designed with intention and contributes meaningfully to our overall impact profile.

By 2031, we aim to have a comprehensive evidence base that demonstrates both immediate and long-term outcomes for the children, families and communities we serve. Our aspiration is that Cambridge Science Centre's Impact Architecture becomes recognised within the wider sector as a model of best practice in evidence-led STEM engagement.

2. Community-based impact

Rooted in a community-based approach, our permanent base at Cambridge Science Park is now firmly established as our flagship hub. From this foundation, we have expanded our reach and deepened our impact across communities in the East of England by delivering hands-on programmes, building local partnerships and widening participation in the region's innovation economy. This ensures that local communities benefit directly from the investment and opportunity surrounding them.

Over the next five years, we will continue to strengthen this

community-based model so that each Cambridge Science Centre site becomes an anchor for STEM engagement in its local area. Our work in Cambridge, Wisbech and neighbouring communities will be shaped by local priorities, informed by partnerships with schools and community groups and aligned with regional aims for skills, inclusion and economic resilience. This approach means our programmes do not simply 'sit in' a community but respond directly to the lived realities of children, families and schools.

We will build deeper relationships with local authorities, community organisations, education providers and businesses, creating a joined-up network of partners committed to long-term, equitable access to STEM. Through targeted investment, sustained presence and tailored delivery, we will tackle persistent inequalities in participation and support children and families who have historically been furthest from opportunity.

By 2031, our ambition is for Cambridge Science Centre to be recognised as a national leader in community-based engagement, showing how sustained STEM experiences can build belonging, confidence and opportunity for children and families across the East of England.

3. Sector leadership

Cambridge Science Centre is a recognised leader within the UK's science engagement ecosystem. We are a trusted partner with the credibility and convening power to bring industry, academia and communities together around a shared ambition for equitable access to science, opportunity and prosperity.

Over the next five years, we will build on this foundation by strengthening our national presence and leadership. Our aim is to shape the conversation around equitable STEM engagement by ensuring that the needs and voices of underrepresented communities are reflected in policy discussions, sector guidance and investment decisions. We will develop high-value partnerships with universities, research institutes, industry leaders and community alliances, positioning Cambridge Science Centre as a go-to organisation for those seeking meaningful community engagement and measurable impact.

We will use our expanding programme portfolio, our Impact Architecture and our evaluation evidence to model best practice for the wider sector. This will involve publishing practical guidance, contributing to national working groups, supporting cross-sector pilots and collaborating on research that tests new approaches to widening participation. By sharing what works, we will help strengthen the field and support other organisations to adopt community-rooted, inclusive practice.

By 2031, our ambition is for Cambridge Science Centre to be recognised not only as a trusted local anchor institution, but as a national reference point for effective and equitable science engagement. We will use our influence thoughtfully and responsibly, ensuring it amplifies the needs, ambitions and strengths of the communities we serve.

4. Industry deep-dives

Now in its fifth cycle, our programme model provides a clear, multi-year structure for sustained community impact. It links STEM to everyday experiences, helps children understand how their communities work and introduces them to future pathways in sectors shaping the region. The model also supports long-term planning and reliable forecasting, which strengthens financial stability and strategic growth.

Over the next five years, we will continue to develop this model so that it becomes a defining feature of Cambridge Science Centre's approach. Each industry cycle will build on the practical learning of the last, giving us clearer insights into

how children and families respond to new ideas and how repeated exposure builds confidence and aspiration. By sequencing focus areas across sectors such as life sciences, agritech, climate and environmental science, advanced manufacturing and digital innovation, as well as others, we will show young people what STEM looks like in real workplaces and real industries, not only in school.

Our partnerships with employers and industry bodies will play a central role. We will work with organisations that reflect the region's economic priorities and growth sectors, ensuring that our content stays relevant. These partnerships will also bring a wider range of voices and role models into our programmes, giving young people the chance to meet people working in the jobs they may one day pursue.

By 2031, our ambition is for Cambridge Science Centre to be recognised nationally for long-term, industry-aligned STEM programmes for early years and primary-aged children. Our model will show how sustained, community-based programmes can build confidence, broaden horizons and strengthen long-term skills pathways for the communities we work with.

5. Science Communicator specialism

The Science Communicator role sits at the heart of Cambridge Science Centre's mission. Our team brings our values and theory of change to life in every interaction, which is why Cambridge Science Centre is recognised as a place that develops strong talent in science engagement.

Over the next five years, we will continue to strengthen this specialism by investing in training, support and clear pathways for development. This will include an improved induction programme, regular skills-based training, opportunities to progress into leadership or specialist roles and a stronger focus on reflection and learning as part of routine practice.

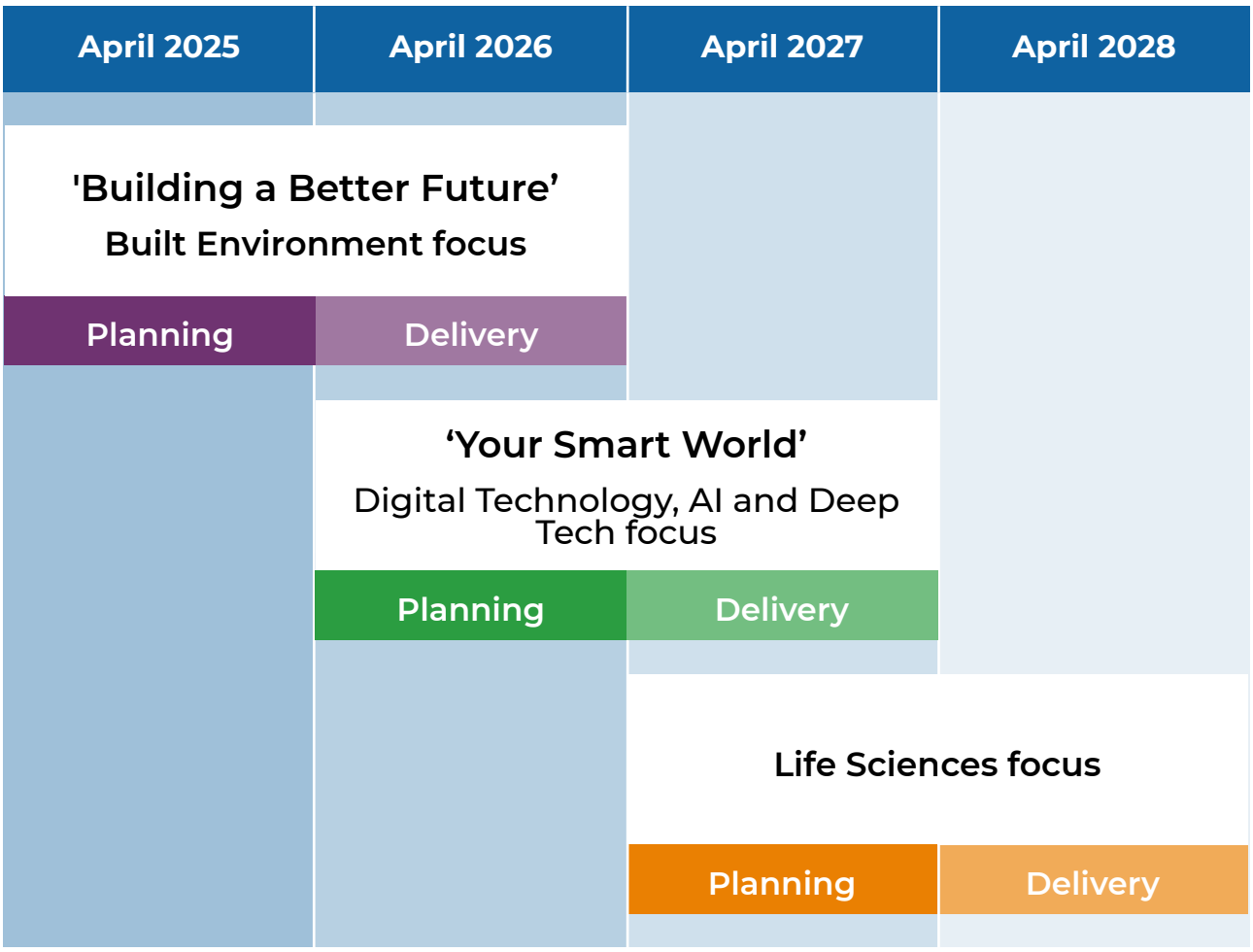
We will also build a pipeline of future Science Communicators by working with local universities, colleges and community groups to create entry points for young people from all backgrounds. Our aim is to open the door to those who may not have seen themselves represented in science engagement before and to provide practical ways into the field.

By 2031, we aim to be recognised as a national leader in developing Science Communicators, with our approach helping to shape training and talent development across the UK.

Programmatic Engine

Responding to evidence from our communities and to the region's emerging growth sectors, we are planning and delivering our first two programmes in depth, *Building a Better Future* and *Your Smart World*, and beginning early development of the third, which will focus on life sciences. The themes for the final two programmes in this sequence, which will take us through to 2031, will be selected through ongoing analysis of community need, our evaluation insights and regional economic trends. This approach ensures that every programme remains relevant to young people, grounded in local realities and aligned with the sectors that are shaping future opportunities.

Planning for future engagement



Built Environment

Cambridge Science Centre's Building a Better Future Programme gives children real civic agency by using the Built Environment as a lens for STEM, enabling them to explore, question and influence how their homes, neighbourhoods and shared spaces could be designed and improved.

Your Smart World

Your Smart World equips young people and their families to make sense of DeepTech, AI and digital innovation, working with industry to challenge misconceptions and build the confidence they need to access and shape the technologies that will define their futures.

Life Sciences Programme

Our Life Sciences programme invites young people to explore everything from biotechnology and genomics to environmental science and health innovation, connecting them with the Cambridge Cluster and helping them see how these discoveries influence the medicines they rely on, the food they eat, and the world they live in.

Impact Architecture

Our Impact Architecture (IA): Theory of Change

At Cambridge Science Centre we use our Impact Architecture (IA) - a simple learning logic model - to guide the development, delivery and evaluation of our work alongside the STEM skills we seek to develop in young people as they engage with our Programme.

Our Impact Architecture

This theory of change works across all knowledge areas and audiences via three learning elements, further enriched through collaboration with STEM researchers and industry experts.

It connects what we deliver to audiences with the short-term outcomes we can measure, and with the longer-term journey towards becoming a passionate ("I am"), confident ("I can") and empowered ("I do") STEM-literate citizen.

Curiosity

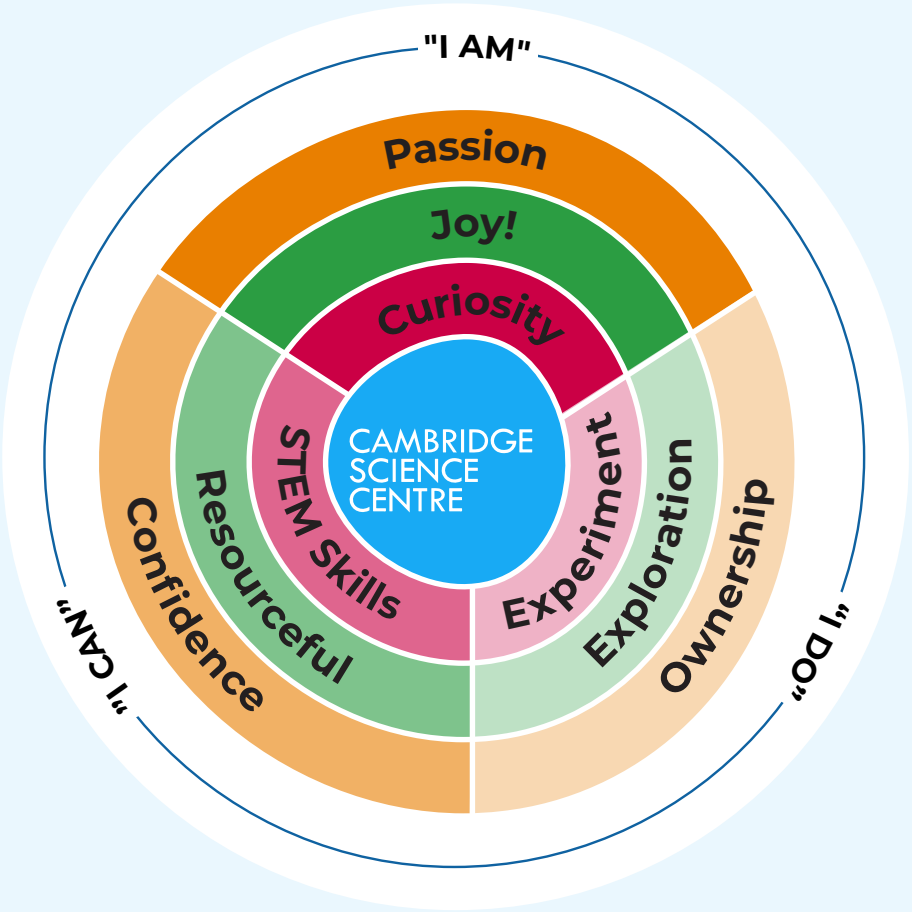
making an emotional connection that sparks interest

Skills

practical development through hands-on learning

Problem-Solving

tackling experiments or Big Questions



CAMBRIDGE SCIENCE CENTRE

We provide...
which develops
...on a path to

The STEM Skills

- Problem-solving
- Creativity
- Critical analysis
- Teamwork
- Independent thinking
- Initiative
- Communication
- Digital literacy
- Data-driven decision making

STEM is not just about subjects - it's about process. It is the ability to observe, define a problem, and then apply knowledge and skills to create a solution. Cambridge Science Centre helps young people build these skills through open-ended practical and curiosity-driven challenges. Confidence in this process gives young people the tools to learn any STEM subject.

In a Nutshell

Our Impact Architecture guides evaluation across three learning axes. Combined with tracking STEM-skill development, it provides the baseline for Programme design, effective delivery, and long-term impact evaluation.

Our Funding

We are a charity. Our work is supported by individuals, companies and charitable foundations that share our commitment to making high-quality STEM experiences accessible to every young person.

Individual Giving

Supporters contribute through one-off or regular donations that help us respond quickly to need and ensure children and families can access our programmes regardless of circumstance.

Corporate Partnerships

Businesses across the STEM economy collaborate with us to help build a diverse, future-ready talent pipeline. Corporate support includes co-developed projects, contributions to Programme delivery and investment that strengthens our long-term sustainability.

Charitable Foundations and Trusts grants from regional and national funders underpin both our core operations and our community and programme delivery. Support may be unrestricted or dedicated to specific areas of work.

Strategic Philanthropy

Major gifts enable us to scale effective models, deepen our reach in areas of high need and invest in innovation that moves our mission forward.

Across all funding streams, we maintain a clear commitment to transparency, integrity and impact. Every contribution directly supports our work with young people, families and communities who face the greatest barriers to engaging with STEM.

Values

We are Fantastically Fun and Relentlessly Resourceful, so that we embrace Courageous Creativity, commit to Uncompromising Integrity and foster Meaningful Relationships.

Together, these values define who we are. They shape the way we work, the experiences we create and the trust we build with one another and with the communities we serve.

1 Fantastically Fun

We bring energy, enthusiasm and curiosity to everything we do. Through humour, creativity and playfulness, we make learning memorable and ensure that joy runs through every experience we create.

2 Relentlessly Resourceful

We stay focused on outcomes, adapting with purpose and creativity when circumstances change, and making the very best use of the people and resources entrusted to us.

3 Courageous Activity

We challenge conventional thinking and experiment with new ideas, taking smart risks to achieve better outcomes and spark positive change.

4 Uncompromising Integrity

We act with honesty, fairness and scientific objectivity, doing the right thing even when no one is looking, making our decisions transparently and holding ourselves accountable for the choices we make.

5 Meaningful Relationships

We build relationships that are genuine, trusting and respectful, taking time to understand others' perspectives and creating connections that have purpose and depth.

Our Executive Team

Cambridge Science Centre is led by an experienced and committed executive team with expertise across education, community engagement, operations, business development and impact.

The team works together to deliver our mission, steward our partnerships and ensure the organisation remains strong, sustainable and outward looking.

Rebecca Porter
CEO

Dr Andrew Farrer
Director of
Programmes and Impact

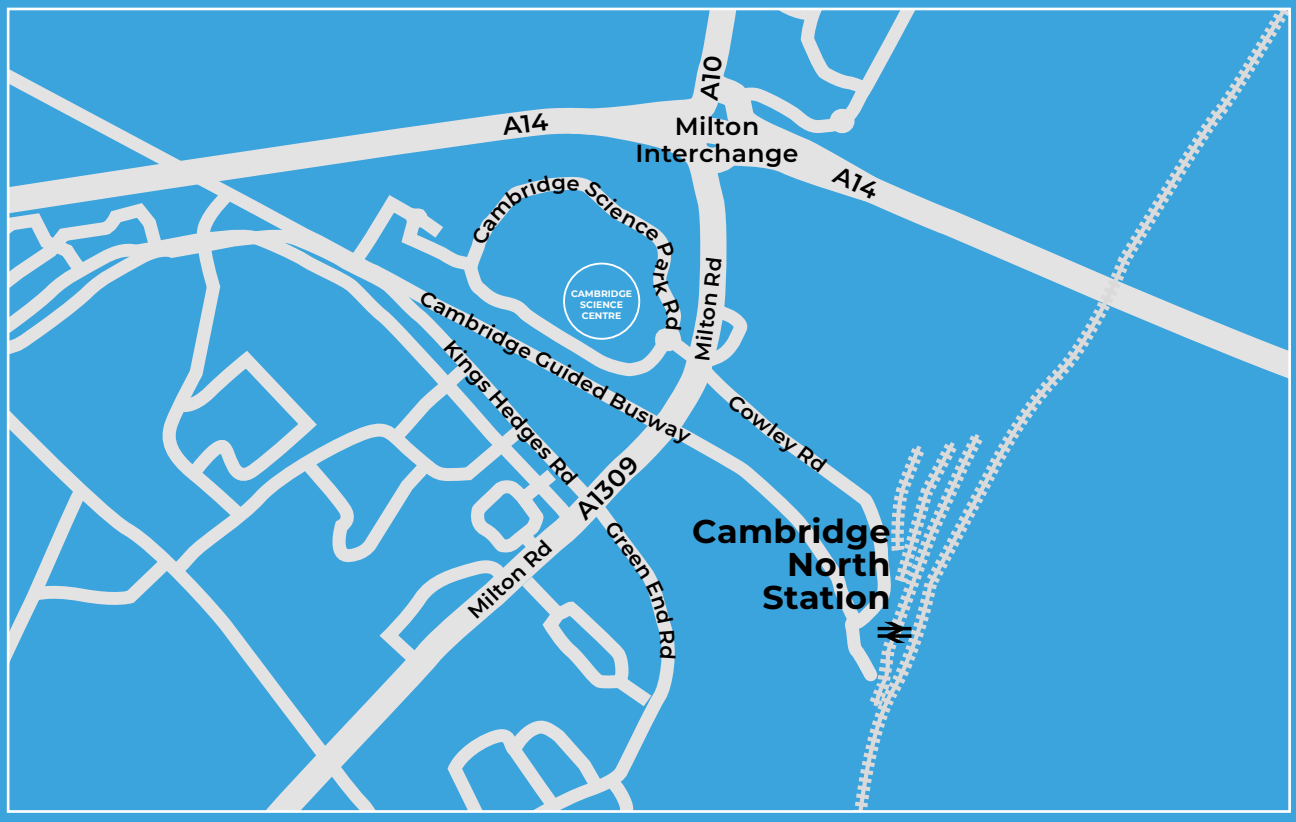
David Longhurst
Director of
Operations and Engagement

Kath Austin
Director of
Business Development

Young People: Our Promise to You

We provide you with safe spaces to explore new ideas, share your thinking, experiment and be courageous. Where curiosity is encouraged and failure is simply part of discovery.

CAMBRIDGE SCIENCE CENTRE



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